



Supporting University-wide Institutional Change in Ethical Global Community Engagement

IUPUI – WORKING GROUP ON ETHICAL COMMUNITY
ENGAGEMENT IN GLOBAL LEARNING

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Making sure our help abroad doesn't hurt...



Check your intentions...who's this experience really about?



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barbiesavior Outside of my virtuous new years resolution to love on millions of orphans, I have been working hard to lose the extra pounds I have gained since being here in Africa. It seems so wrong, coming to Africa and gaining weight.

#mustbeallthegluten
#makeAfricaglutentfreeby2020
#waitisriceandbeansglutentfree?
#glutentfreecurespoverty
#andeverythingelse
#reddirtisthenewsfood #justdoit #nah



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Student Motivations

- **Personal satisfaction:**

giving back; lending a hand; altruism; opportunity to help in a specific project; religious motivation

- **Personal development:**

educational opportunity; gain skills, knowledge and hands on experience; develop existing skills; gain cross-cultural understanding; improve language skills

- **Career benefits:**

enhancing curriculum; resume building; improving chances of admission; volunteering; shadowing in an area of interest

- **Social and cultural experience:**

travel abroad; adventure; increased social interaction



**Why we should care about
the ethical community
engagement of our work**

Juxtaposing two stories...

New 'Doctors Without Licenses' Program Provides Incompetent Medical Care To Refugees

NEWS IN BRIEF
February 25, 2014

VOL 50 ISSUE 08
News · Doctors · Healthcare



GENEVA—Determined to provide shoddy, substandard care to the world's refugees, the new humanitarian organization Doctors Without Licenses began sending its first wave of decertified physicians, pre-med undergraduates, and "those just curious about the human



- Deepen our commitment to community engagement
- Strengthening internationalization efforts
- Translating research into solutions that improve peoples lives



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Good intentions can lead to poor outcomes

- Undermine health and social systems in host communities
- Strain/drain local resources
- Teach students & professionals the wrong lessons
- Expose everyone to increased risks
- Purported “solutions” that aren’t culturally or environmentally appropriate
- Compromised ethics and commitments to do no harm through our involvement in communities.
- Weaken trust in higher education institutions and global north professionals



SAIH Norway/Screenshot by NPR

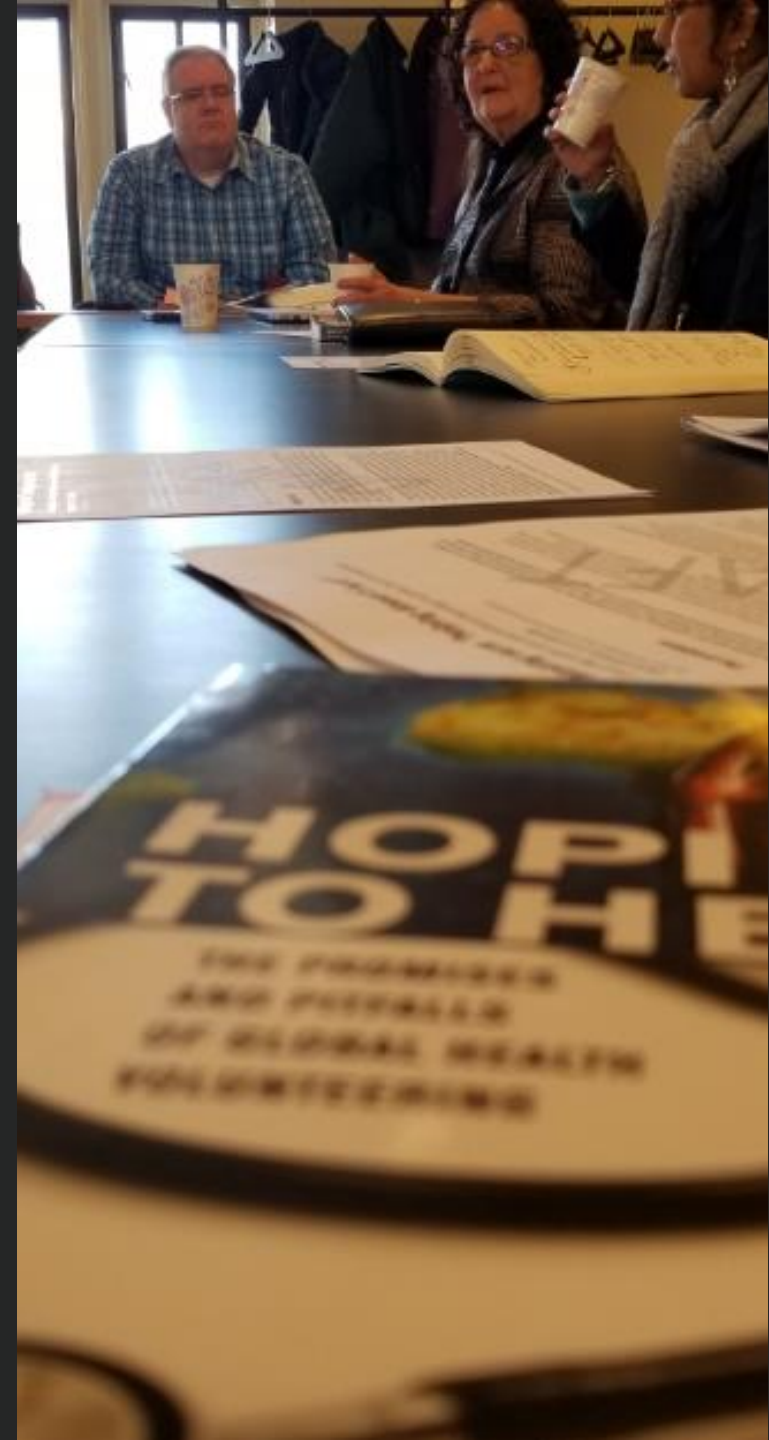
**Refer 7 Red
flags and 10
Tips handout**



IUPUI Working Group on Ethical Community Engagement in Global Learning

Our work:

Raising awareness, fostering discussion and contributing to our shared capacity to enact programs rooted in principles of ethical community engagement



Our Principles:

1. Shared Authority between Community and University Collaborators
2. Respect for Diverse Sources of Knowledge, including Expertise of Local Professionals
3. Respect for Governance and Ethical Standards (at home and abroad)
4. Adequate Preparation and Attending to Power Differences
5. Emphasis on Sustainability and Continuity
6. Ongoing Assessment and Evaluation

[Adapted from Lasker 2016; Lasker et al. 2018]

**Moving towards deeper
collaboration, full
participation and mutual
benefit.**

IU ENLACE Program, CoCoDA,
Sochitoto Partnership

Community Partner Perspectives

- What this looks like in practice

El Salvadoran Partners:

Dr. Juan Castillo, Rural Health Physician

Dr. Alex Hurtado, Director, National Hospital of Suchitoto, El Salvador

Dr. Henry Estevez, Sub-Director, National Hospital of Suchitoto, El Salvador

Benefits of the collaboration to Salvadoran physicians and the hospital [Alex]

1. Tener la posibilidad de acceder a la plataforma virtual de la Universidad de Indiana.
 2. Conocer el sistema de salud de otro país por medio del contacto directo con estudiantes.
 3. Fomentar la colaboración directa entre la Universidad y nuestro hospital.
 4. Abrir la posibilidad de realizar estudios de investigación en el futuro.
1. ***Creates access to IU's virtual platform and resources***
 2. ***Builds familiarity another country's health system through direct contact with students***
 3. ***Encourages direct collaboration between our hospital and IU***
 4. ***Creates possibilities for future research***



Challenges collaborating with a U.S. partners & continued value of engagement [Henry]

1. Students understand me.
2. Personal development.
3. Be more human.
4. They can learn about our health system



Ways the program has become more mutually beneficial and collaborative [Juan]

- | | |
|--|--|
| 1. Mejor conocimiento de los procesos de enseñanza internacional. | 1. <i>Improved knowledge of the international education processes</i> |
| 2. Mejorar las destrezas de los estudiantes de medicina de la Universidad de Indiana. | 2. <i>Improved IU medical student abilities</i> |
| 3. Crear conciencia de la realidad de atención en el primer nivel de atención. | 3. <i>Create consciousness of the reality of attending to primary care</i> |
| 4. Crear programas de intercambio académico, que ofrece estrategias de educación médica continua a través de medicina basada en evidencia. | 4. <i>Create academic exchange programs that offer medical education strategies through evidence-based medicine</i> |



Steps IUPUI is taking...

Infused into Study Abroad Office Work

1. Training staff
2. Study Abroad fairs
3. Class presentations
4. Websites
5. Handouts
6. Pushing other areas of International Affairs to consider these issues
 - international festival exhibitors



Program Approval and Reauthorization

- **Program approval**
 - Letter from community
- **Annual program reauthorization**
 - Letter from community
 - Program report
 - What impact has the program had on the host community?
 - How was community feedback collected?
 - In what ways will the program be revised based on community feedback?



Questions to leave you with

Questions to consider

- How confident do you feel in advising a student who comes to you to inquire about participating in a community-based or service-learning program?
- What criteria would you use to help a student vet programs?
- What voice and authority does the host community have in the design/implementation of the project/experience? Who makes the decisions?
- Under what conditions are students encouraged to consider the possible positive and negative impacts of their presence and "service" in the host community? Where and how does this happen?



Resources

Ethical Global Community Engagement Toolkit



Ethics Vignettes for use in professional development

<https://scholarworks.iupui.edu/handle/1805/16879>

Evaluation tools and resources

Contact Mary Price @
price6@iupui.edu for more
information



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FULFILLING *the* PROMISE